

**Application:** FY 2012 - WIA Core Final Report | **Status:** Report In Progress | **Security Level:** Not Assigned

## WIA CORE FINAL REPORT 2011-2012

### Part 1. Program Summary

At the end of a program year, the fiscal agent of an adult education program must submit a final narrative report to the Office of Adult Education and to their local Workforce Development Board (WDB). The report should reflect the activities and accomplishments of all recipients of the federal adult education grant for the program year 2011-2012 only. Consortium fiscal agents and Michigan Works Agencies (MWAs) need to submit the final report for their region or consortium. The Final Narrative Report must address and provide detailed information for ALL funding sources (WIA Instructional, WIA Institutional and WIA EL Civics) within the region.

Provide a program summary addressing the following areas:

#### A. Needs and Priorities

- 1. Describe how your adult education program has integrated and/or coordinated activities with other adult education, career development, and employment and training activities to address the needs and priorities of your adult learners and/or the educational priorities of your community listed in your grant application.

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- 2. Highlight any successful program activities provided for eligible students enrolled in Adult Basic Education or English as a Second Language at the three (3) lowest educational functioning levels (EFLs). Include also any successful activities designed for adult students with learning disabilities, single parents and displaced homemakers, low-income students, and individuals with multiple barriers to educational enhancement.

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#### B. Curriculum and Instruction

- Describe the activities that enhanced your curriculum and instruction. Describe changes in instructional practice, materials, technology, or program duration.

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#### C. Intensity and Duration

- Describe how the intensity and duration of your program impacted the performance of your participants in 2011-2012. Based on participants' performance what aspect of the class schedule will you adjust and why?

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#### D. Staff Development

- Describe the activities or opportunities provided for staff, counselors and administrators to enhance the type of skills needed to work effectively in adult education programs, including all professional development activities.

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#### E. Follow-Up

- How many participants selected a measurable goal requiring post graduation follow-up? Of these participants, how many were you able to contact during the post program follow-up process? How many obtained their selected goal? Measurable goals include: Obtain a GED; Obtain a High School Diploma; Obtain Employment; Retain Current Employment; Improved Current Employment; or Enroll in Post Secondary Education?

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#### F. Assessment

- What type or level of forms did you use for pre, progress and post tests? In comparing your instructional hours between tests (that is, the number of instructional hours between pre and progress test; or between pre and post test), what length of instructional hours yielded most educational gain for your participants?

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#### G. Recruitment and Retention

- Provide examples of strategies used to recruit students, promote attendance and increase retention of students. What retention strategies promoted or increased participants' performance?

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#### H. Funding/Budget

- Review and compare the Final Expenditure Report (FER) to your final approved budgets. What major changes occurred during the year and what were the reasons for them? Would the changes noted affect your subsequent year budget development in any way? If so, how?

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**I. EL Civics and / or Institutional Activities**

Describe any other specific activities for EL Civics and / or Institutional (Jail Programs) funding sources.

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**Part 2. Analysis of Performance**

The 2011-2012 negotiated levels of performance for Michigan are as follows:

State Performance Measures for Michigan	
Performance Measures	2011-2012
Beginning ABE Literacy	36%
Beginning Basic Education	37%
Low Intermediate Basic Education	39%
High Intermediate Basic Education	30%
Low Adult Secondary Education	31%
ESL Beginning Literacy	58%
ESL Low Beginning	68%
ESL High Beginning	59%
ESL Low Intermediate	52%
ESL High Intermediate	52%
ESL Advanced	55%
High School Diploma & GED	51%
Placement in Postsecondary Education or Training	42%
Entered Employment	20%
Retained Employment	55%

Please analyze your local 2011-2012 NRS reports from MAERS Tables 1-7 listed below:

Table 1 - Participants by Entering Educational Functioning Level, Ethnicity and Sex

Table 2 - Participants by Age, Ethnicity and Sex

Table 3 - Participants by Program Type and Age

Table 4 - Educational Gains and Attendance by Educational Functioning Levels

Table 5 - Core Follow-up Outcome Achievement

Table 6 - Participant Status and Program Enrollment

Table 7 - Personnel by Function and Job Status

After analyzing your MAERS data (Tables 1-7 listed above), please respond to the following:

- \* A. Identify significant findings in EFL gains and student outcome goal attainment for 2011-2012 and analyze the significance of those findings. Compare your results to those required by the USDOE.

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- \* B. Describe particular areas as identified by program data that need to be addressed for continuous improvement of teaching and learning, and what educational strategies will be incorporated to address program needs.

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- \* C. Describe any significant findings on the data tables regarding the program's success in serving students that are most in need of receiving adult education services in your community including individuals with low income, in the lowest three EFLs, etc.

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- \* D. Describe activities, technical assistance or professional development you have conducted to improve data accuracy, completeness and validity.

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